



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Darwin's Dragons Fiction: Darwin's Discovery</p> <p>Beowulf (POR) Fiction: Anglo Saxons.</p>	<p>What can we learn about the past from a story? Fiction: Friend or Foe</p> <p>How can we always be the best friends we can? Fiction: The boy at the back of the class (PoR) (advocates of change)</p>	<p>Who was the ultimate explorer? Non Fiction: Ultimate Explorers</p> <p>Why was Shackleton so famous? Shackleton's Journey (PoR)</p>	<p>Which animal makes the toughest migration? Non Fiction: Animals on the move (advocates of change)</p> <p>How can imagery be used in poetry? Poetry: Dark Sky Park Poetry (PoR)</p>	<p>Why were the Greeks such good story tellers? Fiction: Greek Myths</p> <p>Why was Odysseus so brave? Adventures of Odysseus (PoR)</p>	<p>Is moving house a big change? Fiction: Skellig (PoR) (Advocates of change)</p> <p>Can you sell it? Persuasion: Pitch it</p>
SPAG Focus	<p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Using fronted adverbials and sing commas after fronted adverbials</p> <p>The grammatical difference between plural and possessive –s</p>	<p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>Using modal verbs to indicate degrees of possibility</p> <p>Indicating degrees of possibility using modal verbs [for example, might, should, will, must]</p> <p>Using adverbs to indicate degrees of possibility</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely]</p>	<p>Using brackets, dashes or commas to indicate parenthesis</p> <p>Using expanded noun phrases to convey complicated information concisely</p>	<p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Use of present perfect form of verbs instead of simple past - example - He has gone out to play, instead of He went out to play</p> <p>Use past and present verb tense correctly and consistently including past progressive (was swimming)</p>	<p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>	<p>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p>Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>

	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]					
Maths	<p>Decimal fractions Unit 1 – 5 weeks</p> <p>Money Unit 2 – 2 weeks</p> <p>Negative numbers Unit 3 – 2 weeks</p> <p>Short multiplication and short division Unit 4 – 6 weeks</p>	<p>Area and scaling Unit 5 – 5 weeks</p> <p>Calculating with decimal fractions Unit 6 – 3 weeks</p> <p>Calculating with decimal fractions (continued) Unit 6 – 3 weeks</p> <p>Factors, multiples and primes Unit 7 – 4 weeks</p>	<p>Fractions Unit 8 – 7 weeks</p> <p>Statistics –(Not on NCETM)</p> <p>Converting units Unit 9 - 2 weeks</p> <p>Angles Unit 10 - 3 weeks</p> <p>Geometry – position and direction (Not on NCETM)</p>			
Times table Focus	<p>Recall multiples of 12 in any order including missing numbers and related division facts Recall multiples of all times tables up to 12x12 in any order.</p> <p>Square numbers Recall multiples of all times tables up to 12x12 in any order</p>	<p>Cubed numbers Recall multiples of all times tables up to 12x12 in any order.</p> <p>Recall of cubed and square numbers Prime numbers up to 50</p> <p>Recall multiples of all times tables up to 12x12 in any order</p>	<p>Recall of cubed and square numbers Prime numbers up to 50 Recall multiples of all times tables up to 12x12 in any order.</p> <p>Recall of cubed and square numbers Prime numbers up to 50 Recall multiples of all times tables up to 12x12 in any order</p>			
Science	<p>What is 'The circle of life'? (living things and their habitats)</p> <ul style="list-style-type: none"> • Compare animal life cycles. • Reproduction in plants <ul style="list-style-type: none"> • set up ecosystems for the rest of the year or term. 	<p>Does everything in space revolve around us? (Earth and Space)</p> <ul style="list-style-type: none"> • Solar system. • Day and night. • Why does the sun move across the sky? <p>(GG13 Advocates for Change) Climate Breakdown/Greenhouse</p>	<p>How does a parachute work? (forces)</p> <ul style="list-style-type: none"> • What is the effect of friction, air resistance and gravity? • What is upthrust? • What is a machine? • contact/non-cont 	<p>What are houses of the future going to be made from? (material properties)</p> <ul style="list-style-type: none"> • Describing materials • How does a materials property suit it's purpose? <p>(GG11 Advocates for Change)</p>	<p>Can I unbake a cake? (materials reversible and irreversible changes)</p> <ul style="list-style-type: none"> • Can mixtures be separated? • What is a solution? • Reversible and irreversible changes. 	<p>How do we change from a baby to an adult? (animals including humans)</p> <ul style="list-style-type: none"> • What happens as we get older? • Do people grow at the same speed? <p>Puberty and changes in humans will be taught as part of PSHE</p>

		effect Solar system	act forces			
Computing	Can we program a playable game using 2Code? (Unit 5.1. Coding) How can we be SMART online? (5.2 Online Safety)	How can we use spreadsheets to model real-life situation and answer questions? (5.3 Spreadsheets)	What can we learn about the functions of databases? (Unit 5.4 Databases)	Can we create our own computer game? (Unit 5.5 Game Creator)	How can we design 3D objects in a 2D environment? (Unit 5.6 3D Modelling)	What are concept maps? (Unit 5.7 Concept Maps)
RE	U2.1 What does it mean if Christians believe God is holy and loving? (UC- God)	U2.8 What does it mean to be a Muslim in Britain today? (Tawhid/Iman/Ibadah)	U2.3 Why do Christians believe Jesus was the Messiah? (UC- Incarnation)	U2.9 Why is the Torah so important to Jewish people? (God/Torah)	U2.4 Christians and how to live: 'What would Jesus do?' (UC- Gospel) Vine Lesson-How do humans use animals? Are these uses of animals fair/acceptable?	U2.10 What matters most to Humanists and Christians?
History & Geography	What impact did Anglo Saxons have on the North East? <ul style="list-style-type: none"> Explore Anglo Saxon life and their impact on areas in the North East. Find out about typical Saxon punishments. Learn about Alfred the Great. Holy Island 	What is life like in the Alps? <ul style="list-style-type: none"> Locate the Alps on a map. Locate three physical and three human characteristics in the Alps. Research and describe the physical and human features of Innsbruck. Use a variety of data collection methods. 	What was life like in Tudor England? <ul style="list-style-type: none"> Explore Henry VIII and Anne Boylyn making deductions from sources. Use sources to make deductions about Henry VIII's wives. Identify primary sources. 	Where does our energy come from? <ul style="list-style-type: none"> Describe the significance of energy. Give examples of sources of energy and their trading routes. Discuss the benefits and drawbacks of different energy sources. Describe the significance of the Prime Meridian. 	What did the Greeks ever do for us? <ul style="list-style-type: none"> Describe the features of Ancient Greece. Identify key periods of ancient Greek civilization. Inferences to Greek Gods. Compare Athens and Sparta. Explain how Athenian democracy worked. Identify the achievements of 	Can I carry out an independent fieldwork enquiry? <ul style="list-style-type: none"> Identify questions to be asked to find the relevant data. Design an accurate data collection template. Identify areas along a route that are best for data collection. Discuss how to mediate potential risks.

		<ul style="list-style-type: none"> Compare the human and physical geography of their local area and Innsbruck. 		<ul style="list-style-type: none"> Use six-figure grid references to identify features on an OS map. Consider and justify the location of energy sources. 	the ancient Greek philosophers.	<ul style="list-style-type: none"> Collect data at points located on an OS map. Manage risks during a fieldwork trip. Identify any outcomes from data collected. Map data digitally. Describe the enquiry process.
MFL	Phonetics lesson 1-3 (C) Selection of core vocabulary lessons	At the cafe (I)	Do you have a pet? (I)	Habitats (I)	Clothes (I)	The weekend (I)
PSHCE with Relationships and Sex	<p>Happy and Healthy Friendships</p> <p>What is peer pressure?</p> <p>KAPOW Primary – Lesson 1: Wonderful Me</p> <ul style="list-style-type: none"> Identity Peer pressure Real life and online Informed choices Emotional health and wellbeing Support <p>NATIONAL RECYCLE WEEK 19th-25th September</p>	<p>Our Similarities and Differences</p> <p>How can we celebrate our strengths and set our own goals?</p> <p>KAPOW Primary – Lesson 3: Meaning and Purpose</p> <ul style="list-style-type: none"> Strengths and abilities Appreciation Differences Future goals and aspirations Risks and benefits Internet Safety 	<p>Caring and Responsibility</p> <p>What are the effects of loneliness and isolation and how can we show care?</p> <p>KAPOW Primary – Lesson 4: Resilience</p> <ul style="list-style-type: none"> Stereotypes Negative Influence Behaviours <p>GG 5 – Gender equality</p>	<p>Families and Committed Relationships</p> <p>What are the characteristics of healthy, positive and committed relationships?</p> <p>KAPOW Primary – Lesson 2: People Around Me</p> <ul style="list-style-type: none"> Family structure Love, security and stability Single parents, same sex parents, step parents, blended families, foster parents Healthy family life 	<p>Healthy Body, Healthy Mind</p> <p>How can we value our bodies and minds?</p> <p>KAPOW Primary – Lesson 5: Healthy body, healthy brain</p> <ul style="list-style-type: none"> Hygiene routines Cleanliness Germs Bacteria Virus Habits Choices <p>National Sunscreen Day May 27th</p>	<p>Coping with Change</p> <p>How can puberty changes affect our emotions and how can we manage this?</p> <p>KAPOW Primary – Lesson 6: Relaxation</p> <ul style="list-style-type: none"> Puberty Physical and emotional changes Conflicting emotions <p>Child Safety Week – week beginning 3rd June</p> <p>HEALTHY EATING WEEK – 12th-16th June</p>

	<p>Macmillan coffee morning 30th September WORLD MENTAL HEALTH DAY Monday 10th October</p> <p>Global Handwashing Day 15th October</p>	<p>CHILDREN IN NEED Nov 18th November</p> <ul style="list-style-type: none"> • Giving, Charity, Help, support <p>FRIENDSHIP WEEK 14th -18th November ROAD SAFETY WEEK 14th-20th November</p>	<p>Children's Mental Health Week 6th-12th Feb</p> <p>SAFER INTERNET DAY (All fun and games?) 8th Feb</p>	<p>FAIRTRADE FORTNIGHT 20th- Feb-5th March)</p> <ul style="list-style-type: none"> • Spending decisions, Global neighbours, Help and support 		
Music	1.1 Livin' on a Prayer	1.2 Classroom Jazz	2.1 Make you feel my love	2.2 The Fresh Prince of BelAir	3.1 Dancing in the Street	3.2 Reflect, rewind, replay.
Art and Design Technology	<p>ART: How do observational drawings improve our view of the world?</p> <p><i>Sketching</i></p> <p>Darwins dragons - sketching of animals and evolution</p> <p>Test different strokes/pencils</p> <p>Shading & Sketching</p> <p>Explore observational drawings</p> <p>Explore nature - how could we draw?</p> <p>Observational Drawings</p>	<p>DT: What differences are there in European cuisine?</p> <p><i>Cooking</i></p> <p>Topic - life in the Alps</p> <p>Explore different dishes.</p> <p>Follow a recipe.</p> <p>Make and test a prototypes.</p> <p>Cook food safely following hygiene rules.</p> <p>Adapt a recipe.</p> <p>Design a product with a specification.</p>	<p>ART: What can we learn from Tudor art?</p> <p><i>Painting</i></p> <p>Topic - Tudors.</p> <p>Explore paintings - styles (compare with modern/other great artists)</p> <p>Test shading of paints to match/mixing - create moods</p> <p>Brush strokes/paper - how can we achieve</p> <p>Sketching</p> <p>Painting in tudor style</p>	<p>DT: Can we create a renewable energy resource?</p> <p><i>Wind Turbine</i></p> <p><i>3D Model</i></p> <p>Topic - Renewable energy.</p> <p>Research renewable energy sources look like in real life.</p> <p>Sketch resources</p> <p>Make 2D design model and plan materials needed</p> <p>Transform into 3D model</p> <p>Redesign and Testing</p>	<p>ART: Can we bring Myths to life?</p> <p><i>Collage/printing</i></p> <p>Arachne and the spinner tapestry</p> <p>Explore - what colleges could we make of a Greek myth?</p> <p>2D design drawing of collage</p> <p>Use a range of materials to create a mood board.</p> <p>Print to create designs which can be used for the collage.</p> <p>Create Greek Myth collage. 2 lessons.</p>	<p>DT: Sculpture</p> <p>Skellig - clay bird</p> <p>Observational drawings of birds.</p> <p>Abstract art - draw a bird.</p> <p>Design model birds and create a bird.</p> <p>Evaluate bird model - how can I improve? Peer assess.</p> <p>Create a bird model.</p>

<p>PE</p>	<p>Football Can I play for Newcastle United?</p> <ul style="list-style-type: none"> ● Control ● Pressure ● Support <p>Badminton What skills are developed through Badminton?</p> <ul style="list-style-type: none"> ● Footwork ● Dig ● Tactics 	<p>Gymnastics Can I create a sequence with others?</p> <ul style="list-style-type: none"> ● Symmetrical ● Synchronisation ● Progression <p>Hockey Can I use my skills in a game?</p> <ul style="list-style-type: none"> ● Teamwork ● Pressure ● Communication 	<p>Dance Can I communicate an idea through dance?</p> <ul style="list-style-type: none"> ● Posture ● Performance ● Canon <p>Fitness How can I improve my fitness?</p> <ul style="list-style-type: none"> ● Agility ● Momentum ● Drive <p>Swimming 5a How do I improve my swimming technique?</p> <ul style="list-style-type: none"> ● Float ● Submerge ● Breath control 	<p>Dance Can I communicate an idea through dance?</p> <ul style="list-style-type: none"> ● Posture ● Performance ● Canon <p>Fitness How can I improve my fitness?</p> <ul style="list-style-type: none"> ● Agility ● Momentum ● Drive <p>Swimming 5b How do I improve my swimming technique?</p> <ul style="list-style-type: none"> ● Float ● Submerge ● Breath control 	<p>Cricket How can I help my team?</p> <ul style="list-style-type: none"> ● Tactics ● Pressure ● Backing up <p>Yoga What am I improving through Yoga?</p> <ul style="list-style-type: none"> ● Calm ● Control ● Fluidity 	<p>Athletics How can I improve as an athlete?</p> <ul style="list-style-type: none"> ● Technique ● Stride ● Rhythm <p>Tennis How can I be successful in Tennis?</p> <ul style="list-style-type: none"> ● Set ● Volley ● Footwork
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